

Quality of the Work Environment and its Relationship to Job Satisfaction of the Academic Staff of the Faculties of Social Work

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Abstract

The study aimed to determine the relationship between the quality of the work environment and its relationship with job satisfaction of the academic staff of the faculties of social work. The study was applied to (181) members of the academic staff of the faculties of social work in the Arab Republic of Egypt. The study has found that there is a direct relationship which is statistically significant at (0.01) between leadership style, organizational culture, participation in decision-making, work environment conditions and job satisfaction of the academic staff of the faculties of social work in the Arab Republic of Egypt.

Keywords: Quality of the work environment - job satisfaction- Academic Staff- faculties of social work.

Introduction:

Education is one of the most important institutional organizations of a nation. It oversees issues on national agenda. Its effective running depends firmly on its coordination in the direction of societal expectation. Successful educational programs lie in the important contributions of effort, involvement, and most importantly on the overall professionalism of the teacher (academic staff). Academic staff job satisfaction, commitment, and retention are crucial to effective schools (academic institutions). A positive and healthy university climate translates into increased academic staff job satisfaction. A healthy university climate will not only increase the job satisfaction of academic staff but it will at the same time improve the learning environment and increase the productivity of the university. In addition, it becomes significant to job satisfaction because commonly held visions and beliefs, coupled with a positive environment, carry with them the energy for success(Noor din 2009, p.122).

Higher education is one of the most important sectors that receive great importance and priority in all developed countries, and faculty members have a major and effective role in the development of this sector. As various studies have been carried out in the past to assess the impact of motivation and job satisfaction on employee productivity and performance(Neamah et.al.,2020, p.1)

Since the academic staff the foundation of the university in achieving its goals, the university should give them special care by providing a suitable work environment to achieve high morale and help them overcome the teaching problems they face. In addition, it should provide opportunities for the development of the positive relationships that are based on respect, trust and dialogue between the professors themselves on the one hand and the professors and their students on the other hand (Al-Maghrabi, 2001, p. 68). This was confirmed by the study of Al-Abdan(2019), which demonstrated that there is a relationship between job satisfaction and scientific productivity among the academic staff, as it is a social form consisting of sub-patterns consisting of mental, physical, psychological, social, behavioral and emotional aspects.

The success of the academic staff depends on several factors, some are related to the nature of their profession, some are related to the quality of the work environment and conditions and others are related to their personality and professional competence, Some of these factors may affect negatively or positively the level of their job satisfaction, and they also reflect on how far they are satisfied with their life in general.

Job satisfaction is one of the major factors for ensuring success in job (profession) and comes as a result of the diversity of physiological, psychological and social needs and attitudes that the individual has towards their profession and its numerous effects and factors related to the individual themselves such as the level of their ambitions, their characteristics and their feelings. By satisfying the needs of the individual we can ensure that they are satisfied with their job which in turn leads to improving and developing the performance and productivity of the individual, This results from achieving their own goals and reaching self-actualization (Al-Zayoun, 1996,p.106).

This was confirmed by Okoli (2018). It found that there is a significant relationship between the organizational climate dimensions (leadership style and academic freedom) and job satisfaction dimensions (satisfaction with administrative support and satisfaction with working conditions). This implies that dissatisfaction among academic staff will not only affect the quality of their work but also on the organizational climate. The study recommended that university management should ensure that all academics receive the necessary orientation and administrative support once they join the university.

As Additionally Arabiat (2011), confirmed the relationship between job satisfaction of the academic staff and their professional belonging.

Job satisfaction is one of the main pillars that provide job stability and the right environment to help perform the work to the fullest and most effective way possible, and job satisfaction is linked to satisfaction with the colleagues, the work team and the managers. This is because good relations have a good impact on the psychology of the individual and contribute to raising his morale and increasing their belonging to the work environment (Al-Bandari, Yusuf, 2002, p. 95)

Work environment can be perceived as those processes, systems, structures, tools or conditions in the workplace that influence favourably or unfavourably individual employee performance. In addition, work environment encompasses policies, rules, culture, resources, working relationships, work location, and internal and external environmental factors, all of which influence the ways employees perform their job functions (Wilson,2015, p.95).

As an educational institution, the university works to provide the community with active cadres capable of performing their roles in society in general and in the labor market in particular. For this reason, attention is directed to the work environment to make it a standard environment.

In the past few years, there has been an increasing interest in the study of incentives, job satisfaction or dissatisfaction among workers in higher education institutions. This interest seems to have emerged as a result of a sense of importance of the academic staff and their crucial role in drawing the future of their universities and the strength they have in developing and transferring the goals and objectives of higher education institutions as well as the belief that academic staff who are satisfied with their work are more able to carry out their duties at a higher level of effectiveness than their dissatisfied colleagues, as confirmed by Saleh (2013).

Based on the importance of the role of the academic staff of the faculties of social work, and the role of universities in creating the right conditions for them to help them increase their effectiveness and development, improve scientific performance and achieve the required development, the current study sought to find the relationship between job satisfaction and the quality of the work environment for the academic staff of the faculties of social work represented by the leadership style, organizational culture, participation in decision-making and work environment conditions.

Study objectives:

- Determining the relationship between the quality of the work environment and job satisfaction of the academic staff of the faculties of social work.
- Trying to find indicators to enhance job satisfaction and improve the quality of the work environment for the academic staff of the faculties of social work.

Hypotheses of the study:

The main hypothesis of the study is: work "There is a significant positive relationship between the quality of the work environment and the job satisfaction of the academic staff of the faculties of social work."

The following sub- hypotheses emerge from this main hypothesis:

1. There is a significant positive relationship between leadership style and job satisfaction of the academic staff of the faculties of social work.
2. There is a significant positive relationship between the organizational culture and job satisfaction of the academic staff of the faculties of social work.
3. There is a significant positive relationship between the participation in decision-making and job satisfaction of the academic staff of the faculties of social work.
4. There is a significant positive relationship between work conditions and job satisfaction of the academic staff of the faculties of social work.

Study Concepts

Quality of work environment

Work environment: The regulatory internal factors and characteristics by which the employee works, such as systems, work procedures, salaries, sanctions, material and moral incentives, relations prevailing in the work environment, and the type and conditions of work (Al-Adili, 1995, p. 19).

The working environment is one of the most crucial factors which influence the level of satisfaction as well as motivation of its employees. According to social, organizational and physical factors are the impetus for tasks and activity which consequently impact the performance of workers'. The productivity of employees is

determined excessively by the environment in which they work (Agbozo. et.al,2017. p. 14).

The quality of the work environment is determined procedurally by the total grades obtained by the academic staff on the scale of the quality of the work environment represented by (leadership style dimension - organizational culture dimension - participation in decision-making dimension – work conditions dimension).

Job satisfaction

It is the feelings resulting from an individual's perception of the job, as these feelings give employees the value of the individual's desire of work and its surroundings,. Since the desires of individuals are different, i.e., satisfaction is an expression of individuals' perception of the current position of the job, they perform in comparison to the organizational value important to them (Abbas, 2003, p. 175).

An internal feeling indicates the degree of satisfaction of the of the individual's needs. This satisfaction is achieved through the work environment and its nature. These factors will make the individual satisfied with their work addition to achieving their ambitions, desires, tendencies, and proportionality between what the individual wants from their work and what they actually get (Abdul-Baqi, 173, 2004). It is also defined as feelings directly resulting from the work of the individual or regulatory rewards such as the procedures and material incentives obtained by the worker or the nature in which the work is completed (Kashrod, 1995, p. 435).

Job satisfaction, a bi-dimensional concept, consists of intrinsic and extrinsic dimensions. Intrinsic sources of satisfaction depend on individual characteristics such as the ability to use initiative, relationship with supervisors or the work that the person actually performs. These are qualitative facets of the job. As for the extrinsic source of satisfaction, it is situational and depends on the environment covering such variables as pay, promotion, job security, welfare, etc.(Emmanue,2018 ,p.41).

Job satisfaction is determined procedurally by the total grades obtained by the academic staff on the job satisfaction scale of (salaries and material privileges dimension - scientific research and promotions dimension - academic relations with managers dimension - academic relations with colleagues dimension)

Theory guiding the study:

Ecological theory

Ecological theory applies its ecological concepts beyond traditional methods, as there is no room for thinking about individual human behavior, growth or different patterns independent of their interaction with their environments and the mutual influences between the two sides. Ecological theory provides an appropriate framework for understanding the existing and continuous interaction between the pattern and the environment (Awad, 2019, p. 101).

Therefore, ecological theory seeks to understand the nature of social phenomena and focuses on the study of a set of general and fundamental facts and concepts, such as human growth processes and problems, and the nature of the dynamic relationship between biological, mental, emotional and social aspects (Al-Sanhouri, 1998, p. 153).

Ecological theory is based on both treatment and reform by emphasizing and recognizing job relationships between people and their social and psychological environments. As the ecological approach is concerned with internal and external factors, it considers people as positive participants in mutual interactions and works to improve the aspects of compatibility between people and their environments to achieve harmonization between the needs of the environment and the characteristics of the environment (Zastrow, 2002, p.56)

It also focuses on the social environment which includes the conditions and interactions surrounding the individual, the organizations and the different social patterns with which a person interacts. Also, it focuses on the person in an environment where they interact and communicate with others. The person must change or adapt to the new circumstances in order to continue to perform their tasks effectively (Awad, 2019, p. 102).

In this study, the theory of ecological patterns helps to develop and improve the academic staff with the human and material environment in the sense that the general practitioner realizes that the process of assistance can be directed either to the academic staff, the institution or to the environment as working with the academic staff aims to invest all their capabilities to help them interact harmoniously with the environment in which they live.

▪ **Study methodology:**

This study is a descriptive study, based on the scientific methodology using the sample social survey method for the academic staff of the faculties of social work in the Arab Republic of Egypt.

▪ **Sampling plan:**

- **Sampling unit:**

The study sampling unit was represented by academic staff members of the faculties of social work in the Arab Republic of Egypt.

- **Sampling frame:**

The academic staff of the faculties of social work in the Arab Republic of Egypt were calculated and their number is (341), **distributed as follows:**

Table No. (1) Distribution of the academic staff of the faculties of social work, study community

S	Statement	Number of academic staff
1	Faculty of Social Work, Helwan University	167
2	Faculty of Social Work, Fayoum University	80
3	Faculty of Social Work, Aswan University	37
4	Faculty of Social Work, Assiut University	40
5	Faculty of Developmental Social Work, Beni-Suef University	17
Total		341

(A) Sample type and size:

Sample type and size: A stratified systematic sampling. By applying the optimal sample size formula, the sample size of the academic staff of the faculties of social work in the Arab Republic of Egypt was (181), with approximate proportion (1:2). The proportional allocation method was used and their distribution is as follows:

Table No. (2) Distribution of the academic staff of the faculties of social work using the optimal sample size formula

S	Statement	Number of academic staff	Optimal sample size
1	Faculty of Social Work, Helwan University	167	89
2	Faculty of Social Work, Fayoum University	80	42
3	Faculty of Social Work, Aswan University	37	20
4	Faculty of Social Work, Assiut University	40	21
5	Faculty of Developmental Social Work, Beni-Suef University	17	9
Total		341	181

Fields of study

The study was applied in the faculties of social work in the Arab Republic of Egypt. The study was applied to the academic staff of the faculties of social work in the Arab Republic of Egypt whose number is (181). The study was implemented during the period from 28/9/2021 to 9/11/2021.

- **Study tools:**

Data collection tools were:

(1) Work environment quality scale:

The tool is designed according to the following steps:

- The researcher designed the work environment quality scale, referring to the theoretical framework for the study, referencing previous studies related to the study problem. The work environment quality scale of Shelbi and Abba-Zaid (2019) and, Google Forms Models were used in the data collection process.
- The researcher identified the dimensions of the scale, which consisted of four dimensions, and then formulated the phrases for each dimension, which are (29) phrases, **and distributed them as follows:**

Table No. (3) Shows the distribution of work environment quality scale phrases

S	Dimensions	Number of phrases	phrases numbers
1	leadership style dimension	6	1 – 6
2	organizational culture dimension	6	7 – 12
3	participation in decision-making dimension	6	13 – 18
4	work conditions dimension	11	19 – 29

- The work environment quality scale relied on the 3-point scale, where the response to each phrase is (I strongly agree, I agree, I disagree) and each of these responses was given a grade **as follows:**

Table No. (4) Shows the quality of the work environment scale grades

Responses	I strongly agree.	I agree.	I don't agree.
Grade	3	2	1

The researcher conducted the face validity to the tool after presenting it to a number of (5) arbitrators of the academic staff of Social Work, Helwan University to decide the validity of the tool in terms of the linguistic correctness of the phrases and their association with the

dimensions of study, depending on a minimum of agreement rate not less than (80%) and accordingly the form has been finally phrased.

The researcher also conducted a statistical reliability of the work environment quality scale using the Cronbach Alpha reliability coefficient for reliability values estimates, by applying it to a sample of (20) members the academic staff of the study community (outside the study sample, who met the requirements for selecting the sample of the study), and the results of the test were as follows:

Table No. (5) shows the results of the reliability of the work environment quality scale (N=20)

S	Dimensions	Cronbach Alpha coefficient
1	leadership style dimension	0.90
2	organizational culture dimension	0.93
3	participation in decision-making dimension	0.94
4	work conditions dimension	0.92
Total work environment quality scale dimensions		0.96

The previous table shows that: The reliability coefficients of the dimensions have a high degree of reliability, so the results can be relied upon and thus the tool is in its final form.

(2) Job satisfaction scale:

The tool is designed according to the following steps:

- The researcher designed the job satisfaction scale based on the theoretical framework of the study as well as taking advantage of some of the scales associated with the study such as Al-Oksh and Hussein scale (2008) and quality scale (2015) and then google Drive Models were used in the data collection process.

- The researcher identified the dimensions of the scale, which were four dimensions, and then formulated the phrases for each dimension, which are (31) phrases, **and distributed them as follows:**

Table No.(6) shows the distribution of job satisfaction scale phrases

S	Dimensions	Number of phrases	phrases numbers
1	salaries and material privileges dimension	7	1 – 7
2	scientific research and promotions dimension	7	8 – 14
3	academic relations with managers dimension	8	15 – 22
4	academic relations with colleagues dimension	9	23 – 31

The job satisfaction scale relied on the 3-point scale, where the response to each phrase is (I strongly agree, I agree, I disagree), and each of these responses was given a weight (a grade) **as follows:**

Table No.(7) shows job satisfaction scale grades

Responses	I strongly agree.	I agree.	I don't agree.
Grade	3	2	1

The researcher conducted the face validity to the tool after presenting it to a number of (5) arbitrators of the academic staff of the faculty of social work, Helwan University to decide the validity of the tool in terms of the linguistic correctness of the phrases and their association with the dimensions of study, This is done depending on a minimum of an agreement rate not less than (80%), and accordingly the form has been finally phrased.

The researcher also conducted a statistical reliability of the job satisfaction scale using the Cronbach Alpha reliability coefficient for reliability values estimates, by applying it to a sample of (20) members of the academic staff of the study community (outside the study sample, who met the requirements for selecting the sample of the study). The results of the test were as follows:

Table No. (8) shows the results of the reliability of the job satisfaction scale(N=20)

S	Dimensions	Cronbach Alpha coefficient
1	salaries and material privileges dimension	0.89
2	scientific research and promotions dimension	0.85
3	academic relations with managers dimension	0.93
4	academic relations with colleagues dimension	0.92
Total job satisfaction scale dimensions		0.94

The previous table shows that:

The reliability coefficients of the dimensions have a high degree of reliability, so the results can be relied upon, and thus the tool is in its final form.

• Determining the level of the work environment quality scale and the job satisfaction scale:

To judge the level of the work environment quality scale and the job satisfaction scale, 3-point scale categories Were used where the beginning and end of it are: I strongly agree (three grades), I agree (two grades), I do not agree (one grade). To determine the length of 3-point scale cells (minimum and maximum limits), the range was calculated = maximum value - minimum value (3-1 = 2), then divided on the scale cells to get the corrected cell length ($2/3 = 0.67$) . Then this value was added to the minimum value in the scale or the beginning of the scale which is a whole 1 to determine the maximum limit of this cell. **Thus, the length of the cells became as follows:**

Table No. (9) shows levels of arithmetic averages of study dimensions

Values	Level
If the average value of a phrase or dimension ranged from 1 to 1.67	Low level
If the average value of a phrase or dimension ranged from 1.68 to 2.34	Moderate level
If the average value of a phrase or dimension ranged from 2.35 to 3	High level

▪ **Statistical analysis methods:**

The data have been processed through a computer using program (SPSS. V. 24.0), statistical packages of the social sciences, and the following statistical methods were applied: frequencies and percentages, arithmetic average, standard deviation, range and Cronbach Alpha reliability coefficient, simple regression analysis, Pearson Correlation Coefficient, Coefficient of determination, Independent Two-sample t Test and one-way analysis of variance.

▪ **Findings of the Study**

The first theme: description of academic staff of the study community:

Table No. (10) Description of academic staff of study community(n=181)

S	Quantitative variables	Arithmetic average	Standard deviation
1	Age	44	6
2	Number of years of work experience	18	4
S	Gender	F	%
1	Male	75	41.4
2	Female	106	58.6
Total		181	100
S	Academic Degree	F	%
1	Lecturer	83	45.9
2	Assistant Professor	44	24.3
3	Professor	54	29.8
Total		181	100
S	Place of Work	F	%
1	Faculty of Social Work, Helwan University	89	49.2
2	Faculty of Social Work, Fayoum University	42	23.2
3	Faculty of Social Work, Aswan University	20	11
4	Faculty of Social Work, Assiut University	21	11.6
5	Faculty of Developmental Social Work, Beni-Suef University	9	5
Total		181	100

The previous table shows that:

- The average age of the academic staff is (44) years, with a standard deviation about (6) years.
- The average number of years of work experience of the academic staff is (18) years, with a standard deviation about (4) years.
- The largest proportion of the academic staff is female (58.6%), while males is (41.4%).
- The largest percentage of the academic staff were lecturers(45.9%), followed by professors (29.8%), and assistant professors (24.3%).
- The largest percentage of the academic staff were those working in the faculty of social work, Helwan University (49.2%), followed by the faculty of social work, Fayoum University (23.2%), faculty of social work, Assiut University (11.6%), followed by the faculty of social work, Aswan University (11%), and finally the faculty of developmental social work, Beni-Suef University (5%).

The second theme: Dimensions of the quality of the work environment:

Table No. (11) shows the level of dimensions of the quality of the work environment in the faculties of social work (n=181)

S	Dimensions	Arithmetic average	Standard deviation	Level	Order
1	leadership style dimension	2.3	0.51	Medium	3
2	organizational culture dimension	2.32	0.51	Medium	1
3	participation in decision-making dimension	2.32	0.53	Medium	2
4	work conditions dimension	2.12	0.45	Medium	4
Total Dimensions of the quality of the work environment		2.26	0.45	Medium level	

The previous table shows that:

The level of dimensions of the quality of the work environment in the faculties of social work is medium, with arithmetic average (2.26), and the indicators according to the order of the arithmetic average are: the organizational culture dimension with an arithmetic average (2.32) and standard deviation (0.51), followed by the participation in decision-making dimension with an arithmetic average (2.32) and a standard deviation (0.53), then comes the leadership style dimension with arithmetic average (2.3), and finally the work conditions dimension with an arithmetic average (2.12)

The third theme: Dimensions of job satisfaction:

Table No. (12) shows the level of the job satisfaction dimensions of the academic staff of the faculties of social work (n=181)

S	Dimensions	Arithmetic average	Standard deviation	Level	Order
1	salaries and material privileges dimension	1.66	0.53	low	4
2	scientific research and promotions dimension	2.18	0.46	Medium	3
3	academic relations with managers dimension	2.31	0.53	Medium	2
4	academic relations with colleagues dimension	2.56	0.43	High	1
Total Dimensions of job satisfaction		2.18	0.4	Medium level	

The previous table shows that:

The level of the job satisfaction dimensions of the academic staff of the faculties of social work is medium with an arithmetic average (2.18), and the indicators according to the order of the arithmetic average are: the academic relations with colleagues dimension with an arithmetic average (2.56), followed by the academic relations with managers dimension with an arithmetic average (2.31), then the scientific research and promotions dimension with an arithmetic average (2.18), and finally the salaries and material privileges dimension with an arithmetic average (1.66). This agrees with the study of Kwizera1 et.al, (2021), which found that

The findings showed a positive relationship between job satisfaction and academic staff performance ($r = 0.622$, $p\text{-value} = 0.000$) which means that a higher job satisfaction level amongst the lecturers perhaps results in better academic staff performance

The fourth theme: Testing hypotheses of the study.

Testing the main hypothesis of the study and its sub- hypotheses:
"There is a statistically significant direct relationship between the quality of the work environment and the job satisfaction of the academic staff of the faculties of social work:

Table No. (13) shows the relationship between the quality of the work environment and the job satisfaction of the academic staff of the faculties of social work(n=181)

S	Dimensions	salaries and material privileges dimension	scientific research and promotions dimension	academic relations with managers dimension	academic relations with colleagues dimension	Total Dimensions of job satisfaction
1	leadership style dimension	0.433**	0.597**	0.806**	0.681**	0.757**
2	organizational culture dimension	0.488**	0.617**	0.771**	0.637**	0.757**
3	participation in decision-making dimension	0.380**	0.571**	0.721**	0.587**	0.680**
4	work conditions dimension	0.493**	0.622**	0.747**	0.603**	0.744**
	Total dimensions of the quality of the work environment	0.490**	0.659**	0.835**	0.688**	0.805**

** significant at (0.01)

* significant at (0.05)

The previous table shows that:

- There is a statistically significant direct relationship at (0.01) between the leadership style and job satisfaction of the academic staff of the faculties of social work. This may be due to the existence of a direct correlation between these dimensions and their reflection of what the study aims to achieve. **This makes us accept the first sub- hypothesis of the study, which is "there is a statistically significant direct relationship between leadership style and job satisfaction of the academic staff of the faculties of social work."**
- There is a statistically significant direct relationship at (0.01) between organizational culture and the job satisfaction of the academic staff of the faculties of social work, and this may be due to the existence of a direct correlation between these dimensions and they reflect what the study aims to achieve. **This makes us accept**

the second sub- hypothesis of the study, which is "there is a statistically significant direct relationship between the organizational culture and the job satisfaction of the academic staff of the faculties of social work."

- There is a statistically significant direct relationship at (0.01) between participation in decision-making and job satisfaction of the academic staff of the faculties of social work . this may be due to the existence of a direct correlation between these dimensions and their reflection of what the study aims to achieve. **This makes us accept the third sub- hypothesis of the study, which is "there is a statistically significant direct relationship between participation in decision-making and job satisfaction of the academic staff of the faculties of social work."**
- There is a statistically significant direct relationship at (0.01) between work conditions and job satisfaction of the academic staff of the faculties of social work, and this may be due to the existence of a direct correlation between these dimensions and they reflect what the study aims to achieve. **This makes us accept the fourth sub- hypothesis of the study, which is "there is a statistically significant direct relationship between work conditions and job satisfaction of the academic staff of the faculties of social work."**
- There is a statistically significant direct relationship at (0.01) between total dimensions of the quality of the work environment and job satisfaction dimensions of the academic staff of the faculties of social work. This may be due to the existence of a direct correlation between these dimensions and they reflect what the study aims to achieve. **This makes us accept the main hypothesis of the study, which is "there is a statistically significant direct relationship between the quality of the work environment and job satisfaction of the academic staff of the faculties of social work."**

This agrees with (Bobidi, 2019) which confirmed that there is a correlation between the quality of the work environment and the professional compatibility of the university professors, and that the physical and material work environment and incentives as well as organizational communication are related to the professional compatibility of the staff.

Table No. (14) shows the simple regression analysis of the impact of the quality of the work environment on the job satisfaction of the academic staff of the faculties of social work (n=181)

Independent variables	Regression Coefficient B	T-Test	F-Test	Correlation coefficient R	Coefficient of determination R ²
leadership style dimension	0.599	15.496**	240.135**	0.757**	0.573
organizational culture dimension	0.601	15.521**	240.895**	0.757**	0.574
participation in decision-making dimension	0.521	12.397**	153.680**	0.680**	0.462
work conditions dimension	0.665	14.884**	221.519**	0.744**	0.553
Total dimensions of the quality of the work environment	0.714	18.129**	328.660**	0.805**	0.647

** significant at (0.01)

* significant at (0.05)

The previous table shows that:

- The value of the correlation coefficient between the independent variable "leadership style " and the dependent variable "job satisfaction of the academic staff of the faculties of social work " indicates that there is a direct correlation between the two variables. The result of the F test indicates that the regression model is significant, and the value of the coefficient of determination is (0.573), i.e., the leadership style contributes to the job satisfaction of the academic staff of the faculties of social work by (57.3%). **This makes us accept the first sub- hypothesis of the study, which is "there is a statistically significant direct relationship between leadership style and job satisfaction of the academic staff of the faculties of social work.**
- The value of the correlation coefficient between the independent variable " organizational culture " and the dependent variable "job satisfaction of the academic staff of the faculties of social work " indicates that there is a direct correlation between the two variables. The result of the F test indicates that the regression model is significant, and that the value of the coefficient of determination is (0.574), i.e., the organizational culture contributes to the job satisfaction of the academic staff of the faculties of social work by (57.4%). **This makes us accept the second sub-hypothesis of the study, which is "there is a statistically significant direct relationship between organizational culture and job satisfaction of the academic staff of the faculties of social work."**
- The value of the correlation coefficient between the independent variable " participation in decision-making " and the dependent variable "job satisfaction of the academic staff of the faculties of social work " indicates that there is a direct correlation between the two variables. The result of the F test indicates that the regression model is significant, and that the value of the coefficient of determination is (0.462), i.e., the participation in decision-making contributes to the job satisfaction of the academic staff of the faculties of social work by (46.2%). **This makes us accept the third sub- hypothesis of the study, which is "there is a statistically significant direct relationship between participation in decision-making and job satisfaction of the academic staff of the faculties of social work."**

- The value of the correlation coefficient between the independent variable " work conditions " and the dependent variable "job satisfaction of the academic staff of the faculties of social work " indicates that there is a direct correlation between the two variables. The result of the F test indicates that the regression model is significant, and that the value of the coefficient of determination is (0.553), i.e., the work conditions contribute to the job satisfaction of the academic staff of the faculties of social work by (55.3%).

This makes us accept the fourth sub- hypothesis of the study, which is "there is a statistically significant direct relationship between work conditions and job satisfaction of the academic staff of the faculties of social work.

- The value of the correlation coefficient between the independent variable " the dimensions of the quality of the work environment " and the dependent variable "job satisfaction of the academic staff of the faculties of social work " indicates that there is a direct correlation between the two variables. The result of the F test indicates that the regression model is significant, and that the value of the coefficient of determination is (0.647), i.e., the quality of the work environment contributes to the job satisfaction of the academic staff of the faculties of social work by (64.7%).

This makes us accept the main hypothesis of the study, which is "there is a statistically significant direct relationship between the quality of the work environment and job satisfaction of the academic staff of the faculties of social work."

Discussion of the results: -

The current study sought to identify the relationship between the quality of the work environment and the job satisfaction of the academic staff of the faculties of social work and set indicators for social workers to improve the quality of the work environment for the academic staff of the faculties of social work and enhance their job satisfaction. In addition the study found that there is a direct relationship that is statistically significant at (0.01) between leadership style, organizational culture, participation in decision-making, work environment conditions and between job satisfaction of the academic staff of the faculties of social work in the Arab Republic of Egypt. This agrees with Al-Shamar (2016) which found that the female

academic staff of the faculty of education/Ha'il University have moderate job satisfaction with the work conditions and nature, the salaries and incentives they receive from their work at the university, as well as the theme of professional growth and promotions. Also the studies of both (Abu-Qamar,2015), as well as the study (Al-Daissi, 2016).

which revealed that there is a significant effect of quality of work environment dimensions including (moral support, employee participation, job security, open communication, physical working conditions) on job performance including all its dimensions (organizational commitment, Job discipline, and tasks completion). The results showed that the arithmetic average of the job satisfaction was (2.41), and this rate was low. Moreover, the study showed a statistically significant differences according to the variables: specialization, in favor of humanitarian specialization, and the academic rank, in favor of the highest rank.

This was confirmed by the ecological theory, that the social environment includes the conditions and interactions that surround the individual, the organizations, and the different social patterns with which the person interacts. It also focuses on the person in an environment where they interact and communicate with others, and the person must change or adapt to new circumstances in order to continue to perform their tasks effectively (Awad, 2019, p. 102).

A set of indicators of social worker roles as a general practitioner were highlighted to improve the quality of the work environment and increase the job satisfaction of the academic staff of the faculties of social work, which are:

- To contribute to urging the university to increase the interest of the academic staff in the work by achieving the priorities of their needs, such as, increasing salaries, incentives and work-related bonuses.
- To contribute to urging the administration of the faculties of social work to improve the institutional capacity of the faculties of social work by providing the basic requirements that enable the academic staff to effectively practice the educational process, scientific research and community service.
- To urge the university to encourage the academic staff to do scientific research and increase their opportunity to participate in conferences and seminars funded by the university.
- To urge the university to hold more purposeful meetings for the academic staff to highlight their vision.

- To urge the university to enhance the distinguished performance of the academic staff and highlight their achievements.
- To urge the faculty's administration to provide a calm and noise-free environment.
- To urge the faculty's administration to prepare rooms for the academic staff.

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